Area of Focus / Gap	Strategic Goals	ACCJC Standard	Level of Significance in Relation to Strategic Goals	Suggestions for Follow Up	Responsibility	Timeline
District/Campus Interface re: Planning Fiscal Tech Safety Facilities ERP Campus Resources	4.4, 4.2, 4.3, 6.1	III, IV	1. Need a District-College strategic enrollment management plan-DE & overall (urgent) 2. No clear relationship between college's planning and district planning: Top down or bottom up? (almost critical) 3. Need conversation between district and college regarding the upkeep of new buildings. Lack of resources for to maintain new buildings. 4. No process on campus for operations budget revision (critical) 5. Fiscal: suggestion for more continuous information needed (very important) 6. Allocate more resources to prioritize goals- not only related to P.R. quality; campus wide vs. individual departments (critical) 7. Need a safety committee at District 8. Need for a districtwide technology plan 9. District Strategic Planning Committee; make sure campus plans drive the District plan (high) 10. HR NANCE hiring 11. Allow campuses to make decisions to create strategic safety, facilities, tech plan then integrate with developed District plans (high). 12.	1. 2. Almost critical; perpetuates inactivity 3. District and college need to find an effective way to staff facilities on the campus. 4. n/a 5. , 6. , 7. Needs to be better way to communicate emergencies 8. , 9. Continue District Strategic Planning meetings, meet more often, provide evolution of process 10. Campus/District meeting to understand/discuss process & impact of decision informed by user 11. Campuses identify the gap- takes to Chancellor's Cabinet	1. District Instructional Services, VPIs, Deans, Chairs, IR offices, IT 2. Form a taskforce from colleges 3. College's VPAs, District Vice Chancellor of Facilities with input from deans 4. n/a 5. District Business Services 6. Department and onward up 7. Vice Chancellor, Chris Manis 8. , 9. Tim McGrath, Angela Liewen, Leroy Johnon 10. Monica? 11. District	1. 2. 3. ASAP 4. 5. 6. 7. ASAP 8. ASAP 9. 10. 11.
Resources to Support Activities (Staff/Clerical Support/ ESU/Reassigned Time	1.4, 1.5,1.6, 5.1, 5.2, 6.1, 6.2	IIA, III	1. Resources to support instruction (high significance) 2. Classification descriptions and salaries need to be updated for classified staff (important) 3. NANCE positions need to become permanent positions (code black) 4. Resources to support activities (critical) 5. Program Review information forward to District for resource allocation 6. Find a way to create processes and spaces for classified staff to be informed and engage in process that improve teaching and learning on a district level (medium)	1. Support teaching by encouraging faculty to attend, participate and present to at least one discipline conference per year. Then report on experience in department and/or school meetings 2. , 3. , 4. A more transparent process for district to provide classified and material resources 5. ,	1. Deans, College President, VPAs for funding 2. HR staffing plan 3. District, college bargaining units, HR staffing plan 4. Everyone 5. Dean of Institutional Effectiveness 6. ,	

ATTACHMENT A

			6. ,			
Communication (District/College)	2.4, 2.5, 4.4	IV	1. Communication in regard to HR issues (i.e. hiring- 4.4) 2. Communication (critical) 3. Lack of understanding of how campus and district interface with each other or how the decision making process works (high). 4. Have to understand cultures. Understand modalities. Look at modes of communication	1. The allocation of increased resources/ support at district level (for hiring to answer questions/calls). Manuals to outline responsibilities, required steps 2. Current communication is uni-directional from district needs to be 2-directional 3. . 4. In developing district strategic plan needs to be 2-way	1. HR and staff at District 2. Everyone 3. . 4. .	1. Prior to spring semester 2. . 3. . 4.
DE	S.D. 1, 4.1, 4.3, 5.2	IIA	1. Medium significance in relation to student goals and campus priorities 2. Better preparation of students for online classes (high) 3. Provide clarification regarding activities in this area. DE information is not easily accessible. 4. Don't deliver all services to online students that we deliver to on-campus students (high).	1. Continue to prioritize w/ new Dean (leadership innovation), develop campus standards/ expectations, dive deeper with data- what promotes success, failure, persistence, etc. 2. Better preparation for students for online classes 3. Close gap with D.E. and student services 4. Initial assessment of where we're at	1. LRC Dean 2. VP Instruction (DE Prep) 3. LRC Dean 4. Susan	1. Immediately to continue to build upon prior momentum 2. , 3. , 4. When tech analyst starts
SLO/ Outcomes Tied to Resources and Planning	Program Review, S.D. 1, 4.1, 6.2, 6.3	I, II	1. Important 2. Program Review/SLO findings- forward them to District for monetary consideration 3. Process puts everyone at the table-we need to all be aligned. Collaboration in establishing goals 4. Doing well with Student Services, but not sure about instruction.	1. Elaborate on critical nature of this 2. , 3.	1. College admin. 2. , 3.	1. 2. Dean of Institutional Effectiveness 3.

ATTACHMENT A